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ABSTRACT

During May of 1974 and of 1976, needs assessment questionnaires were distributed to American Indian parents to determine their perception of the Title IV Program and its effectiveness. In 1974, 50 parents responded to the questionnaire. In 1976, 37 parents responded to the questionnaire which had been revised. Both years, several of the returned questionnaires were not complete. Therefore, it was assumed that the respondent either did not know the answer or felt unsure and left the answer block unanswered. Among the 1974 findings were: 35 to 38% felt much improvement had come about for their children because of the Program, 35% failed to respond to this item; 58% claimed the Program enabled them to become more involved in the school affairs that affected their children and 40% felt the Program had a significant effect in the educational programs with the Albuquerque Public School System. Some of the 1976 findings were: parents felt the schools were doing somewhere above "little" and should be doing better than "much" to satisfy the Indian student's needs; language arts was ranked the most important subject, followed by counseling and math; and parents felt a greater emphasis should be placed on math programs. This report gives the questionnaires and the responses to each question. (NQ)

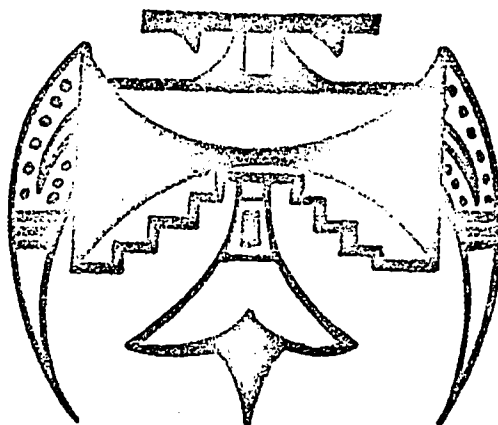
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RESEARCH AND EVALUATION REPORT SERIES NO. 48

TITLE IV PROGRAM EVALUATION
ALBUQUERQUE PUBLIC SCHOOL SYSTEM
ALBUQUERQUE, NEW MEXICO

MAY 1974
MAY 1976



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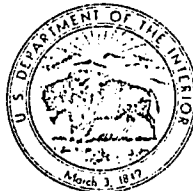
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TITLE IV PROGRAM EVALUATION
Albuquerque Public School System
Albuquerque, New Mexico
May 1974

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Dr. Ernest Stapleton

New Federal Programs Director
Mr. Gilbert Miranda

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Summary

Majority of the parents who responded said the Title IV Program had affected their children who were in the program in some positive aspect of their education in APS. The responses show that parents felt their children experienced less difficulties, tried harder in school and seem to have gained more confidence in themselves. Many parents thought there were overall improvements in their children relative to their school work and attitude. Findings also show the parents becoming more involved in school affairs and particularly with meetings and activities that affected their children. Over half of the respondents thought the program had made a significant impact on their children but it would be difficult, at this time, whether the parents felt this simply because they took a new interest in activities related to their local school or that they actually have noticed some positive changes occurring in their children. The parents did point out specifically what was most needed under Title IV. The two most desired improvements were Reading and Math programs. They also made it very clear that an increased number of Home/School Liaison Counselors were badly needed to carry on an improved program. The need for increased Tutorial Services ranked very high with parents also. It seems clear that Indian parents are no different than any other parents in their desire for their children to read as well or better than the average child and acquire the basic fundamentals in Mathematics so that they will experience less difficulties in high school and college. The parental involvement created by the program is probably one of the most significant effect that has emerged out of the Title IV Program. It has given the parent the opportunity to participate and help decide program directions, staffing and become more informed of school activities that affect their children.

TITLE IV PROGRAM EVALUATION
Albuquerque Public School System
May 1974

Analysis

Introduction

The following evaluation was conducted by the Title IV Staff of Albuquerque Public School System. Consultant services and assistance were provided by Della Warrior, Education Administration Graduate Student at University of New Mexico and Dr. Eugene Leitka, Evaluation, Research and Program Development, Bureau of Indian Affairs, Albuquerque, New Mexico.

Population Sample

The evaluation was conducted during the month of May, a crucial time in the school year, when time is of essence to educators - not to mention the time of confusion created by end of school activities. The population sample accounted for in this study was only that of the PARENTAL SEGMENT. Indeed, to define a much more appropriate population would be to include those who were most familiar with the program. Those would be the teachers, Title IV Staff, administrators and finally the target population, for whom, the entire program was in existence, the students. With the time constraints placed on this evaluation, the major focus was placed on getting feedback from the parents relative to their perception of the program and its effectiveness.

Biographical Data

Respondents

Parents 45 Other interested persons 5 Total 50

Number of children accounted for by the respondents:

High School 20 Jr. High 22 Elementary 60 Total 102

School Area: South Area 18 North Area 20 East Area 10

Questionnaire

1. How did you learn about the TITLE IV Program?

<u>4</u> Newspaper	<u>5</u> From a neighbor or friend
<u>1</u> Radio	<u>20</u> My child has been involved in the program
<u>3</u> Indian Clubs	<u>14</u> School (Principal, Counselor, etc.)
<u>2</u> I serve on a committee	<u>7</u> Other

Findings

Approximately 44% of those parents responding indicated having learned or heard about the Title IV Program through their children becoming involved in the program, while 31% said they learned about the program through their school principal or counselor.

2. Have you been involved with TITLE IV in any of the following activities?

<u>19</u> Attended meetings	<u>1</u> Gave special talks in classroom
<u>2</u> Served on committees	<u>10</u> Other
<u>10</u> Talked with staff members	<u>21</u> No

Findings

Approximately 46% of those parents responding indicated not having any involvement in the program at any level but 42% of them said they had attended meetings held by the parent group. About 22% had been involved with the program in other ways than what had been listed in the questionnaire.

3. Have any of these changes occurred in your child because of the TITLE IV Program? (Check one or more)

<u>8</u> Attends school more often	<u>16</u> Tries harder to get good grades in school
<u>10</u> Has more friends	

<u>14</u>	Likes school better	<u>13</u>	Teacher is more interested in helping him/her
<u>16</u>	Has less difficulties with school work	<u>5</u>	Plans to go to college
<u>15</u>	Is more confident	<u>10</u>	Grades are better
<u>11</u>	Participates in more activities	<u>17</u>	Overall improvement noticed
		<u>16</u>	NA

Findings

Approximately 35 to 38% of those responding felt much improvement had come about for their children because of the Title IV Program. But, at the same time 16 of the respondents (35%) failed to respond to this item. It can be assumed that they either did not feel that the program had that much effect on their children or did not know whether it had made an impact at all.

4. The TITLE IV Program has enabled me to become more involved in the education of Indian youth.

29 Yes 58% 5 No 10% 16 NA 32%

Findings

Twenty-nine parents (58%) claimed Title IV Program enabled them to become more involved in the school affairs that affected their children while 10% did not feel the program had nothing to do with their involvement in school affairs. Approximately 32% or sixteen parents failed to respond to the question.

5. Please check the box that most appropriately describes the impact of the TITLE IV Program in the Albuquerque Public School System.

<u>1</u>	No Effect	<u>18</u>	Significant Effect
<u>4</u>	Little Effect	<u>12</u>	Tremendous Effect

Findings

Eighteen or 40% of the parents responding thought the Title IV Program had a significant effect in the educational programs with the Albuquerque Public School System. Twelve or 26% of the parents thought it had a little more than significant effect.

6. How would you improve the local TITLE IV Program?

	<u>More</u>		<u>Less</u>
(a) Reading Teachers	<u>28</u>	<u>62%</u>	<u>1</u>
(b) Counselors	<u>29</u>	<u>64%</u>	<u>1</u>
(c) Math Teachers	<u>28</u>	<u>62%</u>	<u>1</u>
(d) School Supplies	<u>23</u>	<u>51%</u>	<u>1</u>
(e) Special Programs	<u>25</u>	<u>55%</u>	<u>1</u>
(f) Home-School Liaison	<u>22</u>	<u>48%</u>	
(g) Nurses	<u>12</u>	<u>26%</u>	<u>1</u>
(h) Tutorial Services	<u>26</u>	<u>51%</u>	<u>1</u>
(i) Indian Club Activities	<u>17</u>	<u>37%</u>	<u>2</u>
(j) Field Trips	<u>21</u>	<u>46%</u>	

Findings

Parents felt the most important aspect about improving the Title IV Program would be to improve or increase the number of Reading Teachers, Math Teachers and Home-School Liaison Counselors. Another important item considered by the parents was the tutorial program, along with, special services and school supplies.

7. In future programs I would prefer (Check one)

<u>19</u>	An All-Indian Staff	<u>42%</u>
<u>18</u>	A Mixed Staff	<u>40%</u>
<u>12</u>	No Preference	<u>18%</u>

Findings

Those parents desiring an all-Indian staff and those who preferred mixed staff were almost divided equally in numbers. Those who did have any preference made comments relative to desiring as a first requirement, a well qualified and competent personnel and ethnic identity really was not that important. Those who preferred all-Indian staff (some of them) also stated preferring well qualified Indian people.

8. To what extent are these goals being met? (Circle one)

Strong Extent 1 2 3 4 5 Not Strong

Response: 25 55% No Response: 20 45%

Findings

Only (25) 55% of the parents responded to this item and of that 55%, 16 persons felt the goals of Title IV were being met strongly. Twenty parents (45%) felt they did not know enough about the objectives, goals, or the success it may be having so they declined to respond.

9. Subject areas, in which, children need help:

<u>44</u>	Reading	<u>97%</u>
<u>37</u>	Math	<u>82%</u>
<u>12</u>	Art	<u>25%</u>
<u>2</u>	P.E.	<u> </u>
<u>1</u>	English	<u> </u>

Findings

Probably one of the most revealing items on the questionnaire was item #8. This item did not limit the respondent to one answer only so two or more options could have been checked by the respondent. As can be seen, almost 100% of the parents felt their children needed help in READING and 82% of those responding thought their children also needed special help in MATHEMATICS.

#6. List at least four goals of the Title IV Program that you are aware of:

Tutorial Program	22
Liaison for Schools	20
Indian Cultural Awareness	10
Parental Involvement	9
Individualized Language Arts Program	9
Teacher Aides	5
Scholarship Information	5
Teacher Training	5
Indian Clubs	3
Individualized Help	3
Reading	2
Math	1
Placement	1
ESL	1
Special Education	1
Socialization	1
No Response	3

#8. The single biggest problem my child (children) has in school seems to be:

Math	11
Reading	20
Spelling	1
Motivation	4
Social Activity	2

#9. The part of the Title IV that has helped my child (children) the most is:

Reading	17
Math	17
English	8
Tutorial Services	9
Individualize Help	9
Variety of Problems	9
Spelling	3
Attendance	1
Socialization	2
Speaking	4
Cultural Awareness	2
None	3
Discipline	2
No Response	10

12. Please check the box that most appropriately describes the impact of the TITLE IV Program in the Albuquerque Public School System.

☐ no effect
☐ little effect
☐ significant effect
☐ tremendous effect

13. How would you improve the local TITLE IV Program?

	More	Less
(a) Reading Teachers	<input type="checkbox"/>	<input type="checkbox"/>
(b) Counselors	<input type="checkbox"/>	<input type="checkbox"/>
(c) Math Teachers	<input type="checkbox"/>	<input type="checkbox"/>
(d) School Supplies	<input type="checkbox"/>	<input type="checkbox"/>
(e) Special Programs	<input type="checkbox"/>	<input type="checkbox"/>
(f) Home-School Liaison	<input type="checkbox"/>	<input type="checkbox"/>
(g) Nurses	<input type="checkbox"/>	<input type="checkbox"/>
(h) Tutorial Services	<input type="checkbox"/>	<input type="checkbox"/>
(i) Indian Club Activities	<input type="checkbox"/>	<input type="checkbox"/>
(j) Field Trips	<input type="checkbox"/>	<input type="checkbox"/>
(k) Other: _____	<input type="checkbox"/>	<input type="checkbox"/>
(l) _____	<input type="checkbox"/>	<input type="checkbox"/>

14. In future programs I would prefer (check one)

☐ An All-Indian Staff
☐ A Mixed Staff
☐ No Preference

SURVEY TO DETERMINE NEEDS OF INDIAN STUDENTS
ALBUQUERQUE PUBLIC SCHOOL SYSTEM
TITLE IV URBAN INDIAN EDUCATION
MAY 1976

	N = 37	<u>Number</u>	<u>Percent</u>
Parent of Indian Student		8	21.6
Indian Student in Albuquerque Public Schools		7	18.9
Teacher		1	2.7
Title Staff		17	54.0
Other		<u>4</u>	<u>2.8</u>
		37	100.0

INTRODUCTION

The needs assessment questionnaire was developed by the needs assessment sub-committee of the Urban Parent Committee. The previous needs assessment questionnaire was used as a guide. Other sample needs assessment forms and questions developed by the University of New Mexico were also considered. The Committee met twice for revision of the document. Verbal recommendations and suggestions were solicited from the testing and evaluation services of APS, the Title I evaluation people, and Indian Education Training, Inc. Final refinement and dispersal was done by the Title IV staff.

Approximately 70 questionnaires were distributed at two meetings and by mail to the Indian community. Of these 70, 37 were returned. Of the 37 returned, several were not complete and therefore it was assumed that the respondent either did not know the answer or felt unsure and left the answer block unanswered. Table A shows only the percentage of responses for each item. Each item was assigned a five-point scale as thus:

Our Schools Are Now

- (1) Doing very much
- (2) Doing much
- (3) Doing little
- (4) Doing nothing
- (5) I don't know

Our Schools Should Be

- (1) Doing very much
- (2) Doing much
- (3) Doing little
- (4) Doing nothing
- (5) I'm not sure

Table A shows only the first two rating items which are (1) and (2) combined. It was assumed that (1) and (2) show what the schools were doing quite extensively whatever the question was or that the schools should be doing quite extensively the particular question asked.

In all cases, the answers indicate that the schools are doing somewhere above "little" and should be doing better than "much" to satisfy the needs of the Indian students. The best ratings were given to nursing services, physical education, and language arts.

Of the highest priority to those answering this questionnaire was the teaching of Indian languages and teaching Native American culture to the students. Both received ratings that indicated much more should be done in this area. Cross cultural history classes and the use of the resources in the Indian community also rated high. The teaching of classes in Native American languages did not receive a high rating although the indication is that such classes should be included in the school system.

The Albuquerque Public Schools do have a bilingual-multicultural program and various cultural task forces. Coordination between the bilingual program, the task forces, and the Title IV program will result in more response to these areas within the school system. The development of appropriate materials and special programs and their use will also increase response in these areas.

Other areas that were given a high priority were those beyond the regular classroom, such as parental costs, field trips, participation in school programs, tutors, parent volunteers and parental involvement, and assistance in coping with drug and alcohol problems. These are areas that will continue to be a part of the Title IV program either through counseling, tutoring, or the use of aides. One area that is indicative of the need for better communications between school and community is the number of responses in the "I don't know" category concerning the present school programs. This is one area that can be responded to through the parent committee and the Title IV newsletter.

A greater emphasis on math programs was also indicated. This emphasis correlates with the referrals the program receives and the reports by the aides that the students need as much help in math as in language arts. If there is any extra money beyond the planning grant; it will be used to hire a math teacher to function in the same capacity as the language arts teacher.

A greater emphasis on math programs was also indicated. This emphasis correlates with the referrals the program receives and the reports by the aides that the students need as much help in math as in language arts. If there is any extra money beyond the planning grant, it will be used to hire a math teacher to function in the same capacity as the language arts teacher.

TABLE B is a report of the second half of the questionnaire, ranking the subject and service areas offered by the schools on a scale from 1 to 10 based on decreasing importance. Using 5 as the mid-level, those areas ranked above 5 can be considered the more important ones. Language arts received the highest ranking. Counseling was second and math was third. Social Studies, Science, and Special Education were all ranked close to the mid-level. This ranking again correlates with the input the program has received. It would also indicate that language arts is one area in which the schools should continue to be concerned even though the rating from TABLE A was fairly high for the present programs that are offered.

ADDITIONAL CONCERNS

Comments that were included on the questionnaires have been included and listed as additional concerns.

- (1) More Indian counselors and teachers in public schools
- (2) More students to discuss needs
- (3) Schools don't get information to students
- (4) Teach closeness and unity for all Indian tribes
- (5) Students not taking advantage of activities offered
- (6) More social studies based on culture
- (7) Career speakers and work study programs
- (8) More efforts regarding self-esteem
- (9) Learn responsibility
- (10) Cultural background
- (11) Social skills - assertive and outgoing
- (12) Leadership development for Indian students in student government, Indian clubs, and parent committees
- (13) A low ranking of vocational education is not really reflective of how important this subject area is. Without raising the socio-economic status of the community, little can be accomplished positively with the student
- (14) Native American studies (literature, arts, history) at least once a week on the elementary level
- (15) Quit trying to make Indian students into white students
- (16) Include nutrition in health program
- (17) Acceptance of child by peers and teacher
- (18) Freedom to form own associations and/or clubs
- (19) More amplified approach for parental involvement in home or school related activities
- (20) Curriculum materials made more inclusive for Indian children
- (21) Parental involvement
- (22) Communication efforts
- (23) Role models - Indian employees
- (24) Sensitivity training for teachers, administrators

TABLE B

<u>SUBJECTS</u>	<u>AVERAGE RANK</u>	<u>SUBJECTS IN RANKED ORDER</u>
Language Arts	1.5	Language Arts
Counseling	3.7	Counseling
Physical Education	7.4	Mathematics
Science	4.2	Science
Social Studies	5.6	Special Education
Health Programs	6.0	Health Programs
Vocational Programs	7.0	Vocational Programs
Special Education	5.8	Physical Education
Fine Arts	8.8	Fine Arts

TABLE A

QUESTIONS PETITIONED	OUR SCHOOLS ARE NOW..		OUR SCHOOLS SHOULD BE..	
	Very Much and/or Much %	Little %	Very Much and/or Much %	Little %
Offering a good program in areas of language arts (spelling, reading, writing, speaking, and listening).	70.3	27.0	83.8	2.7
Providing testing and counseling services for all students.	29.7	56.8	89.2	2.7
Taking care of "parental costs" (summer tuition, activity fees, etc.) for Indian students who need financial help.	2.7	24.3	70.2	5.4
Informing the community about the administrative and academic structure of the school including attendance rules, dress code, suspension rules, and disciplinary actions.	37.8	40.5	81.0	5.4
Letting the students help decide the rules and regulations for their conduct, dress, curriculum, etc.	18.9	40.5	62.1	21.6
Providing assistance in conducting summer and after school recreational programs and for locating summer and after school jobs.	16.2	35.1	86.4	0
Providing student and adult classes after school.	13.5	27.0	64.8	10.8
Providing an atmosphere to make learning enjoyable and to help each student feel good about himself.	35.1	45.9	83.8	2.7
Providing programs that challenge the gifted student.	29.7	32.4	78.4	8.1
Teaching Native American students about their own culture.	18.9	29.7	73.0	10.8
Collecting information about programs available for Indian students and encouraging their participation in these programs.	13.5	29.7	86.5	0

QUESTIONS PETITIONED	OUR SCHOOLS ARE NOW..		OUR SCHOOLS SHOULD BE..	
	Very Much and/or Much %	Little %	Very Much and/or Much %	Little %
Providing field trips to improve students background and experiences.	18.9	35.1	83.8	2.7
Using Indian community resources to enrich class work (speakers or performers).	35.1	43.2	75.7	8.1
Employing aides to assist with the teaching of students.	32.4	48.6	89.2	5.4
Using the talents of parent volunteers in the school program.	16.2	32.4	89.2	8.1
Teaching students to use a media center (Library, materials, reading, machines, etc.).	40.5	35.1	89.2	0
Providing time for students to meet with their teachers.	24.3	40.5	86.5	2.7
Encouraging communications between parents, teachers and school administration.	40.5	45.9	91.9	2.7
Providing tutoring for students needing extra help.	29.7	35.1	97.3	0
Providing opportunities for students to participate in music and art.	43.2	32.4	86.5	5.4
Providing adequate instruction in science.	35.1	35.1	81.0	2.7
Teaching students to communicate in Indian languages.	2.7	5.4	59.4	16.2
Providing instruction in various subjects in Indian languages.	0	0	51.3	13.5
Providing up-to-date teaching materials for all classes.	48.6	35.1	86.5	2.7
Providing a good physical education program.	62.1	24.3	75.6	8.1
Providing nursing services for sick or injured children.	59.4	18.9	83.8	5.4

QUESTIONS PETITIONED	OUR SCHOOLS ARE NOW..		OUR SCHOOLS SHOULD BE..	
	Very Much and/or Much %	Little %	Very Much and/or Much %	Little %
Keeping the parents informed of their child's academic progress on a monthly basis.	32.4	35.1	86.5	0
Providing sufficient health instruction.	37.8	32.4	86.5	2.7
Presenting math concepts clearly and with instructions for their use in a practical way for the future.	40.5	40.5	86.5	0
Teaching an understanding of the various cultures of the people in New Mexico.	27.0	43.2	78.4	8.1
Determining student alcohol and drug problems and holding classes to assist parents and students in coping with these problems.	8.1	35.1	81.0	5.4
Developing a concern for our environment.	29.7	40.5	81.0	5.4
Teaching students to get along with others.	48.6	24.3	86.5	0
Making students aware of their responsibilities within the school system.	43.2	29.7	83.8	8.1
Providing a free lunch program (and breakfast at the elementary level).	56.7	21.6	81.1	5.4